DOCUMENT RESUME

ED 110 789 CE 004 602

AUTHOR	Stout, Phyllis E.
TITLE	Volunteer Staff Development: 4-H Intern Report.
INSTITUTION	National Four-H Club Foundation, Washington, D.C.
SPONS AGENCY	Extension Service (DOA), Washington, D.C.
PUB DATE	23 Feb 73
NOTE	45p.
EDRS PRICE	MF-$0.76 HC-$1.95 Plus Postage
DESCRIPTORS	Annotated Bibliographies; *Internship Programs; Leadership Training; Models; Program Descriptions; *Resource Guides; *Staff Improvement; Teacher Interns; *Volunteers; *Youth Clubs; Youth Programs
IDENTIFIERS	4 H Clubs

ABSTRACT

The intern report on volunteer staff development for the 4-H Clubs in New York State briefly discusses the objectives of the internship program, the accomplishments of the author during her year's internship, and her evaluation of the program based on her experiences. The bulk of the report consists of five appendixes which present: sample reports from the author's visits to organizations and agencies involved in voluntary action in Minnesota, Washington, D. C., and New York City; a voluntary leader development model developed for use in New York State; a model of leader roles which demonstrates the various kinds of leadership roles at various levels; grids for categorizing tasks, roles, and materials for both single and multiple groups; and a 17-page annotated list of resource materials (kits, films, slides, slide/tapes, filmstrips, and publications) secured from other State agencies and extension services. (JR)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

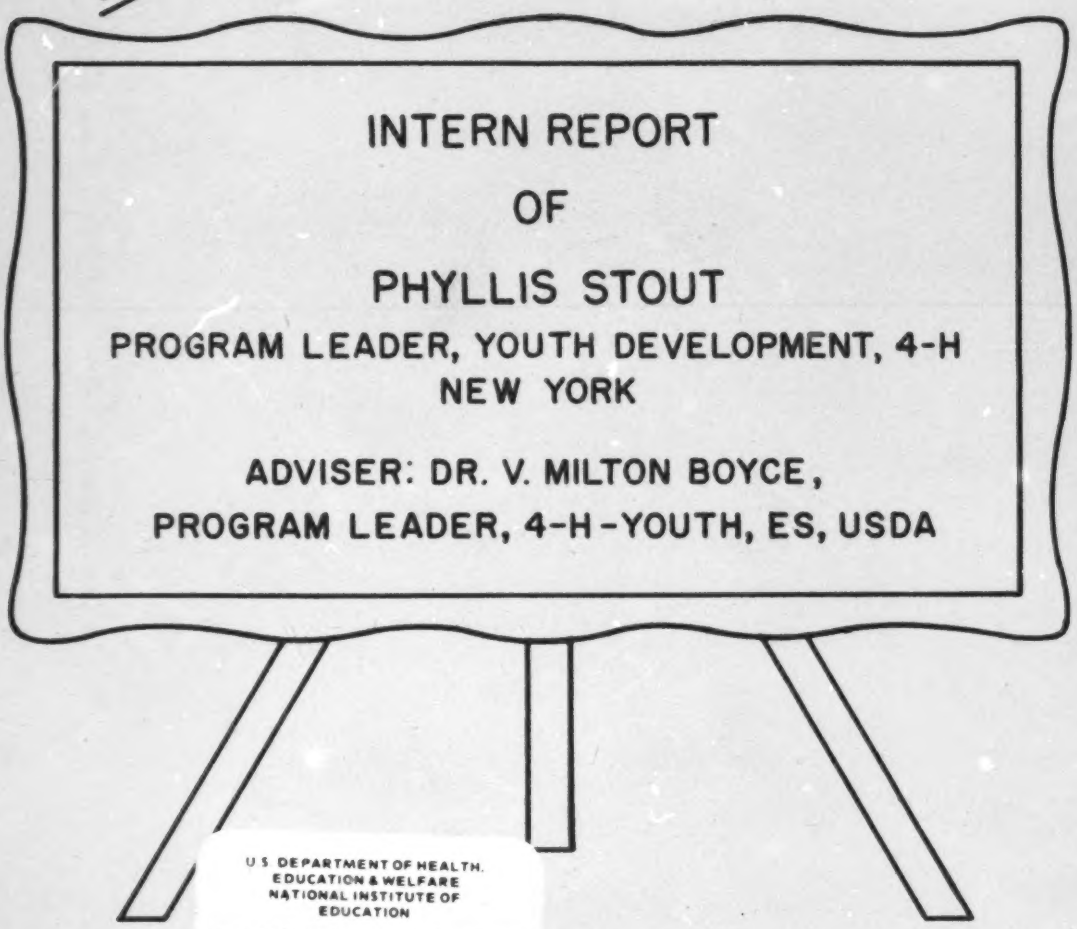
ED110789

JUL 21 1975

VOLUNTEER STAFF DEVELOPMENT

CE

PRESENTING



U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 004602

Extension Service U. S. Dept. of Agriculture, Washington, D.C. 20250

TABLE OF CONTENTS

	Page
Preface	
4-H Intern Report	1
Appendix I Sample of Trip Reports	4
Appendix II Volunteer Leader Development Model	12
Appendix III Model of Leader Roles	16
Appendix IV Grids for Categorizing Leader Training Materials	18
Appendix V Resources for Training Volunteers	22

PREFACE

This report by Phyllis E. Stout, Program Leader, 4-H - Youth Development, Cornell University, Ithaca, New York, is being reprocessed for distribution because we believe it has much to offer in ideas (1) regarding the voluminous task of volunteer staff development and (2) to help more people understand the Intern Program, how it works etc.

You will be interested to know that Phyllis has been given the assignment of Statewide leadership in volunteer staff development on the State 4-H - Youth staff in New York State.

I would call your special attention to Appendix V. The annotated Bibliography of Resources for Training Volunteers, kits, films, slides/tapes, filmstrips and publications.

Phyllis also makes it emphatic that "This is by no means all inclusive and there are some excellent materials which were not annotated".

Although she reported on all field visits I have taken the liberty to include only two or three example reports.

You may also be interested in knowing that Ms. Hope Martin, Extension Agent, Community Development,Leonardtown, Maryland will be an intern this summer, and follow up and expand on what Phyllis has done.

John Banning
Program Leader, 4-H - Youth
Staff Development & Training

4-H INTERN REPORT

Phyllis E. Stout
February 23, 1973

The objectives for my sabbatic leave which relate to the Intern Program are as follows:

1. To become aware of and review selected materials in the library related to volunteer leadership development in order to have a better understanding of theories, models, concepts, etc.

2. To develop a systematic approach to a volunteer leadership development program which will permit identification of existing materials and needs related to various volunteer leadership roles.

3. To develop a framework for examining leadership resources.

4. To identify materials to meet specific needs in New York State which might be purchased, rented, borrowed or adapted.

Accomplishments

Since part of the effort was to look at other organizations, part of the time was devoted to making visits and renewing materials. Only one state, Minnesota, was visited specifically to talk with 4-H staff. In Washington, D. C. the following organizations and agencies were visited:

National Center for Voluntary Action
Center for a Volunteer Society
Business and Professional Women's Foundation
National Federation of Business and Professional Women's Clubs
Leadership Systems
BNA Film Center
League of Women Voters
The American National Red Cross
Extension Service

The following agencies were visited in New York City:

Campfire Girls
YWCA
Family Services Association of America
Girl Scouts
The Voluntary Action Center of New York City - Mayor's Office for Volunteers
National Council on Churches

Materials from these various organizations and agencies were reviewed. See Appendix I for trip reports to each of these places.

A Volunteer Leader Development Model was developed to be used in New York State with professional staff. However, there is a good possibility this might be used or adapted by other states. See Appendix II for a copy of the Model and the explanation.

The Model - Leader Roles, developed by Dr. Milton Boyce is an effective way to show various kinds of leadership roles at various levels. In New York, this can be used with staff to stimulate them to think about additional leadership roles, especially in the activity and resource areas. See Appendix III for the Model.

Grids for categorizing tasks, roles, and materials have been developed. One grid will be useful for roles in a single group, and the other grid can be used for roles which pertain to more than one group. It appears that it will be possible to take materials and identify the tasks that they are designed to help with and the roles with which they can be used. See Appendix IV for these two grids.

Materials secured from other agencies, other state Extension Services and from files have been annotated in a bibliography. The bibliography includes kits, films, slides, slide/tape, filmstrips, and publications. Possible cost and availability have been indicated. The materials were reviewed from the standpoint of what they included and for whom they might be used. The bibliography is by no means complete but it is a good beginning.

Accomplishments Related to Objectives

I feel a real sense of accomplishment, but I did not accomplish all of my objectives. I have an approach toward categorizing materials, some new ideas, the beginnings of a bibliography, and a way of looking at volunteer leader development.

I have a number of areas to continue to work on over the next few years. In particular, I really did not get into the library although I did review a number of materials. I have only started to categorize the materials in the annotated bibliography in relation to the grids. I have not as yet specifically identified the materials which I think might be useful in New York.

Evaluation of Intern Program

This was a very satisfying experience for me. I think from having shared the models with the National Leadership Development Workshop that these will be useful to others. I found that it takes a great deal of self-motivation to carry out an almost independent study program. I also found it much more time consuming than I had anticipated to visit places, to review materials and to write them up.

In terms of improving the program, it seems to me there are several suggestions I might make. If Internships are for short periods of time, it would be helpful and speed up the Intern's orientation if some of the operation could be put on paper. For example, a written list of names of all people in the Education Division with their responsibilities would have helped me get into the organization more quickly. Also, a few of the office procedures on how to go about doing things, in writing, could speed up the process. I was

able to get all the information I needed, but in retrospect a few of these things reduced in writing would make for more efficient use of time, particularly if Interns are working in a very short time span. In addition, I think that I should have written into my objectives some of the learning experiences which might have been available here at the Center in relation to what I have been doing. I found it difficult to take advantage of other things going on because I felt the need to stay with my own project. Also, if more advance notice could be given of some of the kinds of opportunities which an Intern might find useful, perhaps these could be worked in. This is not really serious but in terms of a broadening experience for Interns, it might be something worth looking at.

I believe it is essential that an Intern be assigned to work with a specific person. In my case, I was assigned to work with Dr. Boyce. This proved to be valuable as I needed, from time to time, assistance in locating resources, determining some priorities, and checking to see if I was heading in the right direction. Since I knew Dr. Boyce, we were able to communicate easily by phone, letter and conference. I had help when I needed it. If I had not been assigned, or had not known him, or was unable to locate him my progress would have been much slower.

It is also essential that an Intern have office space and access to secretarial help. This was true in my case. I would not have accomplished all that I did, if I had not had the use of dictating equipment and very prompt processing on the part of the office staff.

I by no means exhausted the agencies which could be visited. I would hope that, if what I have done is useful and is considered to be a start, someone can pick up where I have left off and continue to seek out more materials and to annotate these. For example, I did not visit Girl's Clubs, Boy's Clubs, Boy Scouts, etc.

My Plans for the Future

I need to take the materials identified and try to categorize them into the grids and to decide which materials ought to be purchased for both the state level and the county level. I have been offered the opportunity to share the results of my leave with our State 4-H Staff and I plan to do this, using not only what I have done, but some of the papers from the Workshop. I am not just sure how I am going to use the papers so this needs to be done. In addition, prior to coming on leave, I had been meeting with some agents and college staff interested in leadership. As soon as I reasonably can, I would like to get this group together again and will probably share with them the same things I will share with our own staff. I am hoping to get from them some guidance as to how the best method might be for proceeding with the rest of our county staff. It is very much in my thinking that I would like to take these materials out to regional meetings over a period of time. I would also like to see if we could purchase some of the best materials for each county and then develop a training program with county staff in terms of using resource material. How much of this I can accomplish between now and summer is questionable, but I feel sure I can meet with our state staff, the interested group of people, and in addition I am already scheduled to do a seminar for Extension administration.

APPENDIX I

Sample of Trip Reports

TRIP REPORT

National Center for Voluntary Action
1735 Eye Street, N. W.
Washington, D. C. 20006
October 30, 1972

Phyllis Stout

My appointment was with Mrs. Harriet Naylor, Director of Educational Development. This is a new position. I have had previous contact with Mrs. Naylor in New York State when she was the regional representative. In our conferences with her, she has become aware of the resources of the Cooperative Extension. In the case of New York, there are roughly 25 Voluntary Action Centers either in operation or in the planning stages and she is hoping to use Extension resources in training. Up until now, there has really not been a training component for the Voluntary Action Centers.

The idea for this organization was launched by President Nixon in 1969 when he created a Cabinet Committee on Voluntary Action. From work with other organizations and individuals, it became apparent that a non-governmental structure would be best. So the National Center for Voluntary Action was established as a private, independent organization in 1970. I do not know for sure how they are funded and I cannot find it in their literature so far, but I am under the impression that the Ford Foundation has considerable amount of money in this.

The Center has two major programs: the Voluntary Action Centers and a Clearing House. The Voluntary Action Centers are locally based and may be started by any agency in a community. It appears to me that the purpose of these local Centers is to assess community needs, identify needs that are already being met through existing programs and project future needs. The Clearing House is a data bank with project and program ideas on file. Most of these seem to be descriptions of local efforts. It is possible to look at the files and then ask for copies of materials that might seem to be useful. In addition, some of the materials are put together in portfolios. For example, there is one on youth.

Mrs. Naylor indicated to me that her major priority right now is to develop plans for training for boards and for executive directors of the Voluntary Action Centers.

I suggested to her that if she was going to consider using Cooperative Extension resources in various states that perhaps she needed to talk with Milton Boyce and I also suggested Minerva Partin as I know at one point Minerva was concerned with leadership. It may be that there are other people that need to be involved but I thought that she could start there. She is unfamiliar with the National 4-H Foundation but has heard about it. I tried to describe briefly the kind of program that the National Foundation is engaged in. She is interested in making a visit and meeting some of the people. I am to get in touch with her when I come back to Washington in early January and see about setting up a visit here for her. If there is need to talk with her ahead of time, there is no reason why it shouldn't be done.

While I was there I also talked with Mrs. Weinburg who is a writer. She is currently working on a piece of material for recognition of volunteers. She is going to send me a copy of it.

Do states understand this organization and the service which they might provide? For example, do they understand that it would be possible if they wanted program ideas in a particular area to contact NCVA to ask if they have any examples of a particular type of program?

Just as a sidelight, Mrs. Naylor relates very well to volunteers and is a good speaker. I heard her keynote the Area Girl Scout Institute last spring and she did a nice job. One of her basic points is that it is your right to volunteer.

* * *

TRIP REPORT

Center For A Voluntary Society
1507 M Street, N. W.
Washington, D. C. 20005
October 31, 1972

Phyllis Stout

My appointment was with Dr. Cynthia Wedel. She is one of the Associate Directors and has done a variety of both professional and volunteer activities in the past. One of the questions that I asked her was the difference between the Center for a Voluntary Society and the National Center for Voluntary Action. She indicates that they were established about the same time, that they have working relationships and that they do share a concern about the similarity of their names and the confusion that this causes. She describes their program as being mainly research and study-oriented for voluntary action whereas the NCVA is an action-oriented organization.

She suggested a variety of organizations who might have materials useful to us after I had described for her what I was trying to do. Some of the organizations she suggested are as follows: In New York City, National Council On Churches, Girl Scouts, YWCA, and the Family Services Association; in Washington, the National Red Cross, the League of Women Voters and the AHEA.

In discussing training programs, she reminded me of the brochure that they had just distributed on their training programs for the next year. Her advice to me was that she feels an organization working with volunteers such as our should look at the various kinds of organizations equipped to work in the area of training and "hook-up" with a good one. It was her feeling that it would be advantageous if one is going to work with an outside organization on a training consultant basis for them to be a part of designing the program for trainers vs. the orgarization designing its own training and then looking for a group to do the training.

Dr. Wedel is somewhat familiar with Extension and with the National 4-H Foundation and is aware of the fact that their organization has done some work with us. However, I am not sure how close she is to it and she did indicate that she had not been out at the Center. I was much impressed with her, and again, I think that she has possibilities for being a resource person. I do know that this coming weekend she is preaching on the Cornell University Campus at the inter-denominational chapel. She is President of the National Council of Churches.

* * *

TRIP REPORT

Phyllis Stout
November 6-17, 1972
MINNESOTA

My trip to Minnesota was an extremely productive one for me in terms of ideas. It was an excellent ooportunity for me to see another staff in action. In terms of coming back with concrete materials, probably the trip did not accomplish this. I was provided opportunities to confer with many of the staff, to do some exploring at the Youth Development Center and to attend several different kinds of meetings and conferences.

Youth Development Center

The Youth Development Center has been in operation for several years and is an interdisciplinary group of professionals and graduate students. Some of the areas in which they are working include: Developing a directory of youth-serving agencies, assessing hot lines, working with youth in children's homes, surveying youth who are employed, etc. This Center grew out of a faculty seminar which was designed for those who are interested in various kinds of youth problems. This faculty seminar is still in operation and I was able to attend one of their meetings. They meet for lunch and have a speaker and several reactor people. The title of the seminar I attended was "Young People In The World of Work." The major points the professor from General College made were that the task faced by youth now in getting productive, satisfying jobs is much more difficult than it was 40 or 50 years ago; they want meaningful work loads but are not sure they like what we have; there is a need to revamp jobs to make them more challenging since youth feel work as not being humanizing; and we have made it difficult for youth to make an early entry into work.

In addition to the seminar and also attending a staff meeting of the Center, I spent some time looking at materials in the Center. They have a card catalog arranged according to a variety of topics related to youth - topics such as employment, gangs, foster homes, education, blacks, native Americans, etc. They also publish a "Quarterly Focus" which is excellent.

The most exciting part of this to me was the coming together of a variety of people from various disciplines with a common interest.

Conferences with Staff

In addition to practically all of the 4-H staff, I had conferences with Dr. Patrick Borich who heads up the Staff Development Unit and Jerry Semmler who is the Extension Psychologist.

Dr. Borich has interests in leadership areas as well as staff development. He shared with me plans for a workshop that they had had on community leadership for professional staff. This was an attempt to get agents for all areas

to look at leadership. He also showed me a Staff Development Model for professionals which looked to me as though it had some real possibility for adaptation into a leader development model.

Jerry Semmler has been doing some work with adults on the leadership process and also has been involved in some junior leadership workshops. I was interested in his work with adults that he is attempting to do by use of certain topics of interest to the group - for example, coping with tension.

The Minnesota State 4-H staff is a large one - 13 members. Joe McAuliffe indicates that, while they are quite specialized in their assignments, running through all of the staff assignments are responsibility for leadership and for older youth. Consequently, I sat down and talked with all but two members of the staff individually. They were most helpful in describing for me the various kinds of leadership, things they were doing in their particular program. Mostly, they did not have materials to share. The main thing I gathered from all this was that one of the things that perhaps we ought to consider in New York is to take a look at leadership from this standpoint. Actually, I think that leadership is being carried out through the various activities that other members of our staff are engaged in, but I am not sure that we have really considered as a total staff the building in of leadership into each of the activities nor the possibility of persons on the staff who are specialized, being involved in other programs.

One staff member did spend quite a bit of time with me helping me review the slide sets which had been developed. It was interesting for me to see the way in which staff out there were able to put together slide-tape sets with what appeared to be a minimum of red tape. Some of the young staff have developed slide sets around popular music with the idea that this music can communicate to our youth and to leaders as well. The only problem with these slide sets is the fact that the music and some of the pictures used are copyrighted which means that they can't be reproduced for sale and they go out of style quickly. The intriguing thing to me about it was the fact that they were able to do it quickly enough so that they can put these together at a point when the music is still popular.

Of particular interest to me were the activities with junior leaders. Their junior leader conference looks like it has real possibility as we have thought for some time that we ought to be changing our state congress into a leadership conference. I was also interested in the number of junior leader workshops that are apparently held in Minnesota on a district basis and the involvement of state staff in planning and working with these.

Meetings and Conferences

I attended one meeting of the State 4-H staff. It was most interesting to me to see another staff in operation. I was impressed with the amount of business that was carried out with a good sized staff in a small period of time.

While I was there, half-day visual workshops were being conducted for staff and other university people who might be interested. I did attend one of these and felt that this helped to up-date me. Topics that were covered included such things as evaluating visuals, techniques for preparing overhead materials, methods for synchronizing slides and tapes, possibilities with slide titles, etc.

I attended one telelecture program which Joe McAuliffe was carrying out with two college 4-H members. This was to one county about four hours distance from St. Paul. The visuals had been sent out ahead of time and some work had been done with discussion leaders ahead of time.

It was interesting to me to see the two boys involved using their set of visuals and describing things to the group at the other end of the line who also could follow along because they had a set of visuals. This means that in using telelecture we are going to have to sharpen up our descriptive talents and also get materials developed ahead of time to allow for mailing time. I think they told me that they mail out a week ahead of the scheduled telelecture. Apparently Minnesota is doing quite a bit with this and I did see a list of the various topics that they feel they are able to carry out in this manner.

One or more counties may request these programs as they do their program development. It seemed to me that this process has quite a bit to offer in terms of saving travel time and expense. Also it makes it possible to use people who would not feel they had either the time or the money to travel. It does mean that more advanced planning is needed to make this particular technique effective. It occurs to me that as this process becomes more common perhaps a bank of telelecture ideas and lesson plans might be developed.

I attended some parts of the expanded Nutrition Conference for nutrition aides. Don Lindsey and Evelyn Harne did two sessions on "What, When, Where, and How of Youth Activities." They were extremely well done sessions and the nutrition aides were quite impressed with the possibility of developing youth programs. The other session I attended was done by Minerva Partin on "Volunteers." Minerva used materials with program aides which she indicated to me she had not used before. It seemed to me that these were excellent and should be quite useful as we begin to work to involve volunteers in the expanded nutrition program.

I also attended a half-day of the Adult Education Association Conference and I was somewhat disappointed in it. The one session I was particularly interested in was very poorly organized and only one-third of the consultant help was present.

****

TRIP REPORT

Phyllis Stout
January 24, 1973

GIRL SCOUTS OF THE USA
830 Third Avenue
New York, New York 10022

I had reviewed materials before my visit to the Girl Scouts. I was referred to Mrs. Franklin and subsequently to a Mrs. Hall. They have replaced their materials with new ones which have been in use since this fall. In discussing their program I learned that Malcomb Knowles was their consultant. The reasons for replacing the work-books were that they seemed to be too difficult to use, there was too much material, the leaders needed more action and less reading and people felt that they had to do everything and overlooked the flexibility. So the decision was made to change to a multi-media kit which they hoped would provide for more flexibility but at the same time would retain the same basic concepts...Knowles principles of adult education. These kits retail for $10.00 and include not only printed material but two film strips and a cassette.

I also obtained a copy of their newsletter which they issue three times a year for $5.00. I asked if they could fill subscriptions from other organizations and was assured that they could. It would be my recommendation that we subscribe.

I have now reviewed their new materials. I like the approach and think it may have possibilities for 4-H. The two filmstrips could be used for leader discussion as they are. I showed the materials to Dr. Irene Imbler at Cornell and she thinks it will be possible to hold some basic training for leaders based on adult education concepts. This can supplement and enrich already existing leader training. Further discussion and study is needed. However, I feel this could be done over a period of time.

APPENDIX II

Volunteer Leader Development Model

EXPLANATION FOR VOLUNTEER LEADER DEVELOPMENT MODEL

The purpose in developing this model was to refocus attention on aspects which need to be considered in the recruitment and training of volunteers in order to help them successfully perform their role and stay with the organization.

Since its earliest beginnings, 4-H has prided itself as being an adult education program as well as a youth education program. As we move into expanding audiences and as the need for leadership increases, we need to keep in mind the educational and developmental needs of adults. The use of "technical" people as leaders, for very short periods of time with very specific projects, may cause us to sometimes overlook the fact that we have some responsibility to them as well as to our "long time traditional leaders".

Our focus is on program, based on audience and situation. In order to carry out this program, we have solicited the help of volunteer leaders.

STEPS

1. If we are to interest a person to consider volunteering in an organization, he has to understand the organization's objectives and goals.

2. The individual also has to identify his own interests and competencies in relation to the organization. If he is not interested or feels that he does not have the ability to perform in an organization, as he understands the organization and its goals, it will be difficult to recruit him.

3. The role and expectations related to carrying out that role need to be clear.

4. The person needs to understand the competencies that will be needed in order to carry out the role successfully in relation to his own abilities.

5. Using this information, appropriate in-service training needed to carry out the role can be identified and selected.

6. Participation in appropriate activities and training is necessary.

7. The individual re-defines his own interests and needs in relation to the organization. This has great bearing on whether he will continue in the organization or will seek other opportunities.

Throughout the whole process the leader needs to be experiencing some satisfaction, observing some achievement and getting some form of recognization if he is to perform successfully and remain with the organization.

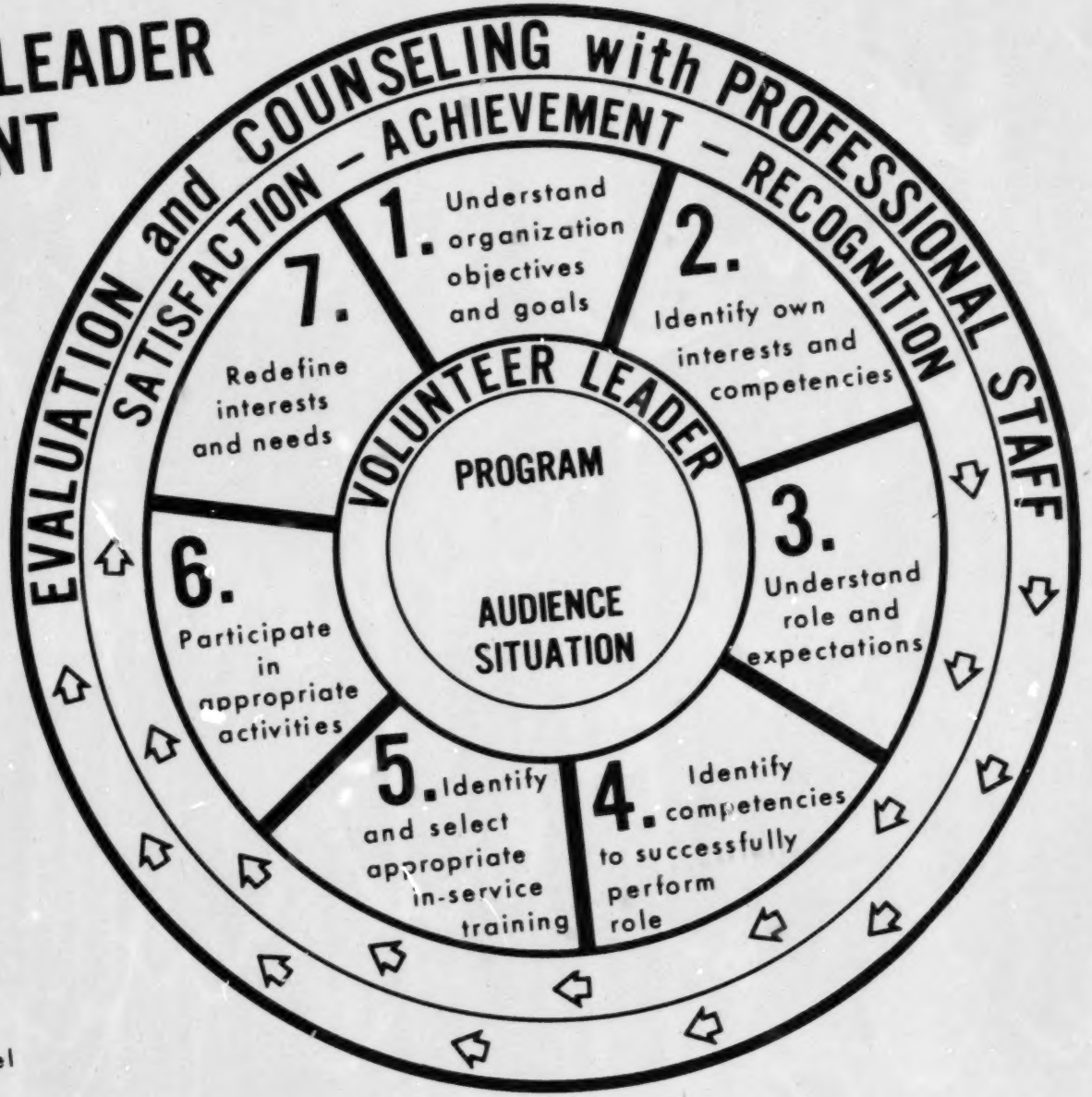
Opportunities to consult, counsel, evaluate with professional staff are needed continuously.

47

These components have implication for the type of leader training provided. Too often focus is on subject matter training, without consideration of the individual's needs in relation to these other components. For example, we can assist in understanding the role and what is expected. Do we have a clear understanding of this ourselves? We can help the individual see what kinds of skills and abilities are necessary to successfully perform the role. Do we seek opportunities to do this? The content of proposed training needs to be understood so that the volunteer selects those which will be most useful in carrying out the job. Do we provide opportunity to work through with the volunteer an individual "self development" program? Does the proposed training meet individual needs? Or can we add to or revise as individual needs emerge? These are only examples of areas and questions that need to be considered as we look at leader development.

Phyllis E. Stout
Program Leader
Youth Development 4-H
New York State
February 1973

VOLUNTEER LEADER DEVELOPMENT MODEL


EVALUATION and COUNSELING with PROFESSIONAL STAFF
SATISFACTION – ACHIEVEMENT – RECOGNITION
VOLUNTEER LEADER
PROGRAM
AUDIENCE
SITUATION
1. Understand organization objectives and goals
2. Identify own interests and competencies
3. Understand role and expectations
4. Identify competencies to successfully perform role
5. Identify and select appropriate in-service training
6. Participate in appropriate activities
7. Redefine interests and needs

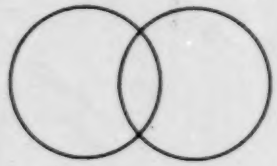
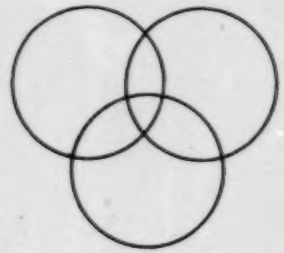
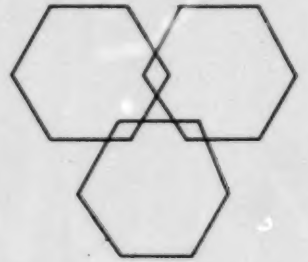
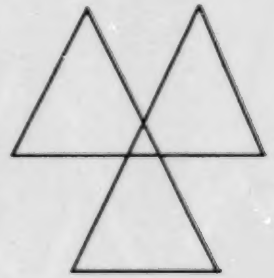
Adapted From:
Minnesota Staff
Development Model
PES - 1/8/73

APPENDIX III

Model of Leader Roles

MODEL - LEADER ROLES

Adapted From:
Utilization of Voluntary Leaders
Dr. V. Milton Boyce
Dec. 1972 – Pg. 9.

	COUNTY or AREA	LOCAL	RESOURCE
ORGANIZATION LEADER			
PROJECT LEADER			
ACTIVITY LEADER			

APPENDIX IV

Grids for Categorizing
Leader Training Materials

EXPLANATION FOR GRIDS

There are two grids - one for single groups and one for multiple groups. For each, the heading across the top is the same but the roles on the left side are somewhat different.

On the grid for single groups, the roles identified as being performed by one or more persons include the following: organization, project, activity, and resource. Brief explanations for those roles are spelled out. Across the top of the grid are five categories of kinds of tasks which seem to be performed in carrying out one or more of the roles. Some tasks have been grouped together. For example, under recruitment is included identification, selection and orientation.

In the multiple group grid, somewhat different roles have been spelled out as needing to be performed by one or more persons working with one or more groups. And again a brief description of the role is included.

To use these grids, it is necessary to take a specific resource and examine it from the standpoint of the task it might serve and in which roles. For example, the material might relate to recruitment and might be used by staff with the organization roles on the single group grid and with the recruiter or service role on the multiple group grid. Materials may fit a number of tasks and a number of roles.

These grids can be a way of categorizing material from the standpoint of what the pieces of material are designed to do and for whom. In addition, areas where resources are available and areas where resources need to be secured or developed will be apparent. The grids could also be broken down to include both adult roles and teen roles.

Phyllis E. Stout
Program Leader
Youth Development, 4-H
New York State
February 1973

For Staff Use Tasks → ↓ Roles	RECRUITMENT IDENTIFICATION SELECTION ORIENTATION	ORGANIZATION and MAINTENANCE of GROUP	PROGRAM DEVELOPMENT	TEACHING CONTENT METHODS	EVALUATION and RECOGNITION INDIVIDUAL GROUP
ORGANIZATION (Help organize and maintain group)					
PROJECT (Teach a group a specific project skill)					
ACTIVITY (Help group plan and conduct group activities)					
RESOURCE (Provide specialized help to any of the above roles)					

Single Group

P. Stout, Youth Development 4H, Cornell, Feb. '73

For Staff Use

Tasks →

↓ Roles

Roles	RECRUITMENT IDENTIFICATION SELECTION ORIENTATION	ORGANIZATION and MAINTENANCE of GROUP	PROGRAM DEVELOPMENT	TEACHING CONTENT METHODS	EVALUATION and RECOGNITION INDIVIDUAL GROUP
RECRUITER or SERVICE (Recruits volunteers, organizes groups, serves as resource to several organizational leaders)					
PROGRAM (Serves as resource to several project leaders in specific subject matter)					
ACTIVITY (Serves as resource to several activity leaders)					
RESOURCE (Provides specialized help to any of the above roles)					

Multiple Groups

P. Stout, Youth Development 4H, Cornell, Feb. '73

APPENDIX V

Resources for Training Volunteers

RESOURCES FOR TRAINING VOLUNTEERS

Kits

Films

Slides, Slides/Tape, Filmstrips

Publications

The sources of information given herein are supplied with the understanding that no discrimination is intended and no endorsement by the Extension Service is implied.

Phyllis E. Stout
Program Leader
Youth Development, 4-H
New York

Kits

Action Is Our Bag - A working guide for planned community change

c. 1969 - American Association of University Women
2401 Virginia Avenue, N. W.
Washington, D. C. 20037

Cost: Single copy - $1.50; 11-50 copies - $1.25; over 50 - $1.00. Available from AAUW Sales Office, address as shown above.

Kits of printed materials

Materials can be used by volunteer or professional interested in developing community awareness or action programs. It can be used individually or in groups. A four step sequence is suggested. Materials include a sensitivity exposure test, a change agent check list, a workbook for analysis and planning, and a check list of ideas for promoting change in your community.

Experiences in Human Relations

c. 1970 - Selection Research
Lincoln, Nebraska

Cost: $35.00

Kit contains materials and directions for 12 experiences. For certain exercises there is enough equipment for up to 18 people.

Experiences are designed to help group participation and inter-personal relationships and can be used over a period of time. Can be used with professional staff, paraprofessionals, volunteers, teens.

Helping Leaders Help Girls Grow

c. 1972 - Girl Scouts of the U.S.A.
830 Third Avenue
New York, New York 10022

Cost: $10.00 Catalog Number 9780

Kit contains: Two filmstrips, cassette, guide for learning, consultant and other supporting materials.

Materials in kit are designed for trainers of leaders. These include goal setters, discussions starters and a variety of learning activities which can be used with both leaders and girls. Materials are flexible and can be used in a variety of ways. Contains some excellent ideas for programs.

Leadership Seminar Kit

c. 1961 - Produced by the Program Staff of Coffman Memorial University - University of Minnesota. Sponsored by Association of College Universities

Manufactured by: The Judy Co., 310 N. 2nd Street, Minneapolis, Minnesota

Cost:

Kit in carrying cases

Six lessons for leaders or chairmen of groups. Contains script, folding table, flannelboard, news print easel, strips for flannel board presentation, neck cards, flip charts. Would need adaptation. Lettering well done. Could be used by professionals with leadership of committees. Might be adapted to older youth serving in leadership roles.

Power Quotient Bag - A working guide for developing power

c. 1970 - American Association of University Women
2401 Virginia Avenue, N. W.
Washington, D. C. 20037

Cost: Single copy $2.00; 11-50 copies $1.75; over 50 - $1.50 Add 20¢ postage on quantity orders. Available from AAUW Sales Office, address as given above.

Kit of printed materials.

This is a follow up to Action Is Our Bag. Materials can be used by volunteers or professionals interested in studying and developing individual and group power for planned community change. Materials include posters, discussion questions, quiz, two power games. Adaptable with a variety of uses.

Probing Volunteer - Staff Relations - A kit for organization self-inventory

c. 1963 - Council of National Organizations for Adult Education

Published by: Association Press
291 Broadway
New York, New York

Publisher's Title Stock No. W-356

Cost: $4.50 first kit; $4.00 each additional kit (same order)

Kit includes manual, 13 copies each of two self-inventory questionnaires

Part I explores differences in perception of the organization between volunteers and staff.

Part II explores relationships which affect the operation of the organization.

Volunteer and staff should be at the administrative and/or policy-making level.

Follow-up discussion is provided for after each part of the self-inventory.

Possible use with professional staff and lay advisory committees.

Supervisor's Kit - Executive Briefcase Series

c. 1970 - Girl Scouts of the USA
830 Third Avenue
New York, New York 10022

Cost: Not for sale - check with local Councils

Kit

Designed for the professional with a staff. Contains background material on supervision plus some rating exercises and how-to-do techniques. Could be adapted for supervising the volunteer.

Films

You, Yourself, Incorporated

Order from:
BNA Films
a Division of:
The Bureau of National Affairs, Inc.
5615 Fisher's Lane
Rockville, Maryland 20852

Cost: Preview: $15.00
Rental per week: $45.00
Purchase: $275.00

24 minutes. Comes with viewer's booklet and suggestions for discussion questions. 16 mm color

Humorous but has an inspirational message to make persons better managers of their own resources - self development.

Self improvement type programs would find this film useful. Could be used with professional staff and volunteer leaders.

Instructions or Obstructions

1961
Order from:
BNA Films
(address above)

Cost: Preview: $5.00
Rental per week: $25.00
Purchase: $125.00

10 minutes. Comes with leader's guide and viewer's booklet. 16 mm color. Excellent on communicating instructions and what causes break down in carrying out. Could be used with committees and with volunteer leaders to help them in giving directions or instructions to youth.

Listen, Please

1959
Order from:
BNA Films
(address above)

Cost: Preview: $5.00
Rental per week: $25.00
Purchase: $125.00

10 minutes. Comes with leader's guide and viewer's booklet. 16 mm color. Makes good points regarding need to listen. Useful with staff, leaders, teen leaders. Probably not appropriate for low-income audiences because of setting

Partners With Youth

1972
Order from:
Film Library
Roberts Hall
Cornell University
Ithaca, New York 14850

Cost: Rental per day: $5.00
Purchase: $215.00

28 minutes. Comes with user's guide. Color 16 mm. Cleared for TV.

Film shows a wide range of volunteer leaders working with youth. Purpose is to interest adults in becoming leaders and to expand image of 4-H. Designed to be used by people representing 4-H. Comes with a guide. Not recommended to be shown without discussions.

The Challenge of Leadership

1961
Order from:
BNA films
a Division of:
The Bureau of National Affairs, Inc.
5615 Fisher's Lane
Rockville, Maryland 20852

Cost: Preview: $5.00
Rental per week: $25.00
Purchase: $125.00

10 minutes. Comes with leader's guide and viewer's booklet. 16 mm color.

Good introduction to qualities in leadership, building teamwork and problem solving through story of a group of men stranded in the woods. May be more useful to staff in considering leadership development than to individual volunteer leaders except as it may help them build information or knowledge and skills needed in leadership roles.

SLIDES, SLIDE/TAPE, FILMSTRIPS

Leadership Development

Extension Service - 4-H-Youth Programs
USDA

Cost:

Mimeograph sheet with outline for discussion of 30 slides

Uses concept of identification, selection, orientation, training, utilization, recognition, evaluation (ISOTURE). Slides use key words - no illustrations. Useful with professional staff in considering scope of leadership development and training components needed.

Passport to Leadership

Department of Youth Development
University Extension
The University of Wisconsin
610 Langdon Street
Madison, Wisconsin 53706

Cost: Check with above address.

7 units - slides, tapes or cassettes, scripts, study guide

Designed for adults who work with youth. The seven units include: purpose of youth programs, growth and development of youth, values, arranging for learning, working with youth, designing learning experiences, using community resources. Each unit has a slide/tape presentation followed by group discussion. For professionals, paraprofessionals, leaders of any youth group.

Teamwork Without Tears

Haviland H. Millican - Cartoons by Reginald L. Smith
1968

Board of Education
The United Methodist Church
P. O. Box 871
Nashville, Tennessee 37202

Booklet - $1.00
Filmstrip with guide - $5.00

Book contains cartoons illustrating some principles for working with volunteers and for volunteers working with professionals. They are humorous and thought provoking. The filmstrip can be used to involve groups in discussing teamwork. For use with staff and with staff and volunteers.

WE'VE ONLY JUST BEGUN

produced by Tom Hovde, Don Breneman, Karen Annexstad for 4-H and Youth Development, University of Minnesota

Order from:

Extension Visual Education Specialist
Agricultural Extension Service
Institute of Agriculture
St. Paul, Minnesota 55101

Approximate cost: $.33 per slide
(80 x $.33 = $26.40)

80 slides -- color -- double frame

A fast-moving, entertaining presentation created to explain the role of 4-H leaders and their importance in the growth and development of 4-H'ers. The presentation contains statements by 4-H members and leaders about why they joined 4-H and what they have received from the program. Suitable for local civic groups. 4-H leaders recognition banquets, and places where there is a desire to create and generate interest in the 4-H program.

What Constitutes a Good 4-H Project?

1963 - Extension Service
USDA

Cost: Limited supply of scripts available from 4-H 141 (6-63)

13 slides - illustrated script

Illustrations oriented more toward farm, rural non-farm and suburban audiences. Useful with planning committees, new agent training, leader training in orientation or program planning sessions.

What Do You Believe?

1961 - Extension Service - 4-H Youth Programs
USDA

Cost:

Printed script with 15 slides. Series #3 in 4-H Leadership Development Series.

Old but still useful. Basic beliefs regarding leadership development still valid. Could be used in staff development, program development, leader training.

Publications

Conducting Workshops and Institutes

Leadership pamphlet #9
c. 1956

Adult Education Association of the U.S.A.
810 18th Street, N. W.
Washington, D. C. 20006

Cost: 1 copy - $1.00; 10-24 - .75 each; 25+ - .50 each

Pamphlet - 48 pages

Old but contains some practical information for those planning and carrying out workshops and institutes.

Conferences That Work

Leadership pamphlet #11
c. 1956

Address same as above

Cost: same as above

Pamphlet - 48 pages

Old but contains some practical information for those involved in planning work conferences. A conference operations chart shows structure and functions. Contains suggestions for planning committees; also job sheets for discussion leaders, recorders, observers, resource people.

Focus On Leadership

Northeast Publication - adapted from Ohio Course

Order from: Cooperative Extension Service
Pennsylvania State University
College of Agriculture
University Park, Pennsylvania 16802

Cost: Check with above for availability and cost

5 lessons with question sheets

A correspondence course to supplement leader training, especially useful for new leaders. Each lesson is two pages and written in brief, concise form. Lessons include: what 4-H is, leadership team, tools and techniques, meetings and program ideas.

Guideline for Improving Skills in Interviewing

November 1964 - ARC 2308

The American National Red Cross
National Headquarters
Washington, D. C. 20006

No charge

Leaflet - three hole punch - 19 pages

Designed for group discussion for those involved in interviewing volunteers. Contains principles of interviewing, technique of interviewing and rating questionnaires for improving interviewing skills.

Help 4-H Members - series adapted by James E. Havens

March 1972- Extension Bulletin 627-633

Cooperative Extension Service
College of Agriculture
Washington State University
Pullman, Washington 99163

Cost: 95¢

Leaflet form - programmed learning - seven leaflets

Covers developing seven behavioral goals: responsibility, community awareness, pride in work, public speaking, functioning in a group, initiative, skills. For leaders beyond the beginning level.

How to Lead Discussions

c. 1955 - Leadership pamphlet #1

Adult Education Association of the U.S.A.
810 18th Street, N. W.
Washington, D. C. 20006

Cost: 1 copy - $1.00; 10-24 - .75 each; 25+ - .50 each

Pamphlet - 48 pages

Designed for leaders of discussion groups. Covers leader's role, planning, involving members in discussion, evaluating skill.

How to Use Role Playing and Other Tools for Learning

c. 1955 - Leadership pamphlet #6

Adult Education Association of the U. S. A. (same address as above)

Cost: same as above

Pamphlet - 48 pages

Designed for leaders of groups or teachers. Covers role playing, forum, panel, symposium, workshop, problem census, feedback, chosing audio-visual aid, field trips and in chart form purposes and uses for tools for learning.

In Discussion Groups the Leader Makes the Difference
Hal Marckwardt

Western Center
Consultants
18210 Sherman Way
Suite 209
Reseda, CA 91335

Cost: $1.00

Pamphlet - 6 pages

A "how-to-do-it" practical guide for a discussion leader. Written in English and Spanish. Useful for professional staff, para-professionals or volunteers leading group discussions.

Leader's Digest No. 2 - The Best from Vol. II of Adult Leadership

c. 1955

Adult Education Association of the U.S.A.
810 18th Street, N. W.
Washington, D. C. 20036

Cost: Single copy $3.00 ($2.00 to A.E.A. members)

96 pages

Selected articles from Vol. II Adult Leadership Magazine, grouped under appropriate headings; e.g. "Tasks for Leaders", "Training of Leaders", etc. Although material is old, many ideas are still valid.

Learning Through Leadership - 4-H Jr. Leader Correspondence Course - 4-H Circular 305 1-6

1971 - Ohio Extension Service

Costs:

6 lessons-each 2 pages/punched--1 page question sheet for each lesson

Designed as a comprehensive course but could be used in a series of meetings. Topics covered include: role, concepts of leadership, structure of experience, tools and techniques, program development, individual leadership.

Make Up Your Mind

c. 1971

American Association of University Women
2401 Virginia Avenue, N. W.
Washington, D. C. 20037

Cost: .50 each. Available from AAUW Sales Office, same address as above

Booklet - 32 pages

Can be used by the individual with follow-up in group discussion to assess values and implications for personal development. Presented in workbook form are exercises designed for the ordering of values, comparing values with other groups, economic priorities, environment priorities, educational priorities, assessing individual values and attitudes, and acceptance of change. Could be used in its entirety or selected exercises could be used. Topics relate to study topics in A.A.U.W. program.

Member Involvement - Your Key to Success - for first year 4-H Leaders

June 1969 - Rev. University of California - Agricultural Extension Service
4-HG60 Rev.

Prepared by Gladys L. Boone, Home Advisor, Alameda County, with guidance from R. A. Haufman, Ph.D, Chapman College, Orange California

Cost:

Book - 135 pages

Programmed learning for adult leaders. Designed around the following desired behaviors: ability to assume responsibility, ability to speak in public, pride in work, ability to take initiative technical skill mastery, community awareness, ability to function effectively in a group.

Organizing 4-H Clubs

October 1972

John R. Freebern
Cooperative Extension Agent - 4-H
383 Federal Building
Syracuse, New York 13202

Mimeograph leaflet

Cost: 10¢

6 pages

Written for paraprofessionals to provide them with information useful in organizing a club. Includes handling parent requests on how to join, obtaining leadership, cooperating with schools, parents meetings. A "how-to" approach.

Personnel Practices for Volunteers

February 1968 ARC 2319

The American National Red Cross
National Headquarters
Washington, D. C. 20006

No charge

Leaflet - 3 hole punch - 18 pages

Describes need for personnel practices for volunteers, making a plan, what goes into the personnel plan for volunteers; e.g., job description, recruitment, selection, orientation, etc.

Planning for Volunteers in Your Agency's Program

HWC Publication #14 1963 - 2nd printing 1968

Health & Welfare Council of the National Capital Area
95 M Street, SW
Washington, D.C. 20024

Cost: 75¢

Leaflet - 14 pages

A brief handbook for those working with volunteers. Gives reasons people volunteer, orientation, training, supervising, recognition, relationship. For professionals and para-professionals responsible for volunteers.

Principles of Volunteer Service
Sept 1966 ARC 2313

The American National Red Cross
National Headquarters
Washington, D.C. 20006

no charge

Leaflet - 3 hole punch - 64 pages

Designed for a leader to use in training Red Cross volunteers. Discusses "meaning of volunteer service" and "working with other people." Requires 4 hours of training. Set up with outline of sessions, dialogue for leader to use, material to be duplicated for handou and material for charts.

Program - Student Leadership Opportunities --Guideline Series 4
C 1972 - Catalog #D-250

Camp Fire Girls, Inc.
1740 Broadway
New York, NY 10019

Cost: $1.00

Booklet - 3 hole punch 93 pages

Describes various types of leadership opportunities in Camp Fire Girls. Several forms--Diagnostic Profile, observation of types of leadership and styles of leadership could be adapted for teen leader programs.
Material seems appropriate for professional or advisory group use.

Quest--A Workbook for Those Who Help Others Learn

Girl Scouts of the U.S.A.
830 Third Avenue
New York, NY 10022

Cost: $2.00 Catalog # 19-933

135 pages for 3-hole punch for notebook

A handbook for trainees with ideas for applying a philosophy of adult education. Contains many ideas for self help, working with others, bibliographies.

Recruiting Volunteer 4-H Leaders - adapted by James E. Havens

March 1972

Cooperative Extension Service
College of Agriculture, Washington State University
Pullman, WA 99163

Extension Bulletin 636

Cost: 11c
19 pages
Leaflet form - programmed learning

Covers some basic principles in recruiting volunteer 4-H leaders. Useful for new professional staff, volunteer recruiters. One reference made to an additional state bulletin.

Resource Material for Planning

c. 1971 Catalog # D-284

Camp Fire Girls, Inc.
1740 Broadway
New York, NY 10019

Cost: ?

Booklet, 26 pages

Contains background material in areas such as mobility, economy, education, volunteerism, women, family life, etc., which would be useful in planning youth programs, particularly those for girls. Some information useful only for Camp Fire Girls programming.

Springboard to Leadership - a Council Guide to the Senior Girl Scout Leader-in-Training Plan

c.1967 Catalog # 19-170

Girl Scouts of the U.S.A.
830 Third Avenue
New York, NY 10022

Cost: 35c

Booklet - 12 pages

Describes the Senior Girl Scout Leader-in-training plan for preparing girls to serve as assistant leaders and other leadership roles. Included are sample application, two plans with time schedule, responsibilities of leaders. Program is based on Design for Learning and places emphasis on the learner-in-apprenticeship type of program.

Streamlining Parliamentary Procedure
Leadership Pamphlet #15
c. 1957

Adult Education Association of the U.S.A.
810 18th Street, NW
Washington, D.C. 20006

Cost: 1 copy, $1; 10-24, 75¢ ea.; over 25, 50¢ ea.

Pamphlet - 48 pages

Designed for leaders of groups. Covers role of chairman, when to use and when not to use parliamentary procedure and how to use it.

The Purpose of 4-H James E. Havens
Sept 1971

Cooperative Extension Service
College of Agriculture, Washington State University
Pullman, WA 99163

Extension Bulletin 620-626

Cost: $1.14

Leaflet form - programmed learning - 7 leaflets

For beginning leaders. Covers purpose, leader responsibilities, program planning for groups and individuals, learning and involving parents. May need some county or state material to look up some of the leaflets, especially numbers 2,3, 4,6 as reference is made to Washington bulletins and materials.

What is Recognition?
Nov 1969 - ARC 2322

The American National Red Cross
National Headquarters
Washington, D.C. 20006

no charge

6 pages

A brief guide covering suggestions for who, how, and evaluation of recognition. Useful for professionals and groups responsible for volunteers and volunteer programs.

Working With Volunteers
Leadership Pamphlet #10
c. 1956

Adult Education Association of the U.S.A.
810 18th Street, NW
Washington, D.C. 20006

Cost: 1 copy, $1; 10-24, 75¢ ea.; over 25, 50¢ ea.

Pamphlet - 48 pages

Designed for professionals. Covers who volunteers and why, finding time to volunteer, role of agency, placement, training, supervision. A practical guide with some good points even though old.

Value Clarfication - Penney's Forum, Spring/Summer 1972

Published by: J. C. Penney Co., Inc.
Educational Relations
1301 Avenue of Americas
New York, NY 10019

Cost: Current issues can be obtained from managers of J. C. Penney stores by educators. Possibly back issues can be ordered from company.

Magazine - published twice a year

Issue is built around articles and exercises related to value clarification. Guest contributors are experts in their field.

Volunteerism - Mildred Fizer

Fall 1971

Cooperative Extension Service
Agricultural Services Building
Evansdale Campus
West Virginia University
Morgantown, WV 26506

Can be reproduced by obtaining permission of author

Booklet - 23 pages

Based on review of literature. Contains sections on trends and implications, motivation of professionals and volunteers, recruitment, training, recognition, summary and bibliography.

Volunteer Leadership Development, Chapter Executive's Guide
c. 1972

The American National Red Cross
National Headquarters
Washington, D.C. 20006

Cost: $1.00

Booklet - 60 pages

Designed to help the Red Cross executive develop volunteer leadership. Contains suggestions on relationship, assessing leadership needs, finding leadership, training, retaining, etc.

Volunteers Today--Finding, Training and Working with Them -Harriet H. Nayler
C 1967

Approximately March 1, 1973, can be ordered from:
Dryden Associates
P.O. Box 363
Dryden, NY 13053

Cost: $3.95

A practical book covering trends, future volunteer-staff patterns, motivation, recruiting, placing, orientation, training. Useful for professionals and para-professionals. Reprint has a new chapter.

Volunteer Recognition

Jan 1973

Clearinghouse
National Center for Voluntary Action
1735 Eye Street, NW
Washington, D.C. 20006

Cost: single copy free; additional copies, $1 each

Looseleaf notebook - 53 pages

Explores "the subject of Volunteer Recognition...the thinking of volunteer experts... the reactions of volunteer groups...a compilation of recognition practices by communities and volunteer programs throughout the country...methods used in selecting outstanding individual volunteers and volunteer groups...resource information. A fresh look at ways of saying thank-you for volunteer service... building recognition into a program day by day...formal appreciation on special occasions..." (from NCVA announcement).

Other Films - Not for Volunteers

A Good Beginning

1963
Order from:
BNA Films
a Division of:
The Bureau of National Affairs, Inc.
5615 Fisher's Lane
Rockville, Maryland 20852

Cost: Preview: $5.00
Rental per week: $25.00
Purchase: $125.00

10 minutes. Comes with leader's guide and viewer's booklet. 16 mm color. Covers how to get an employee started on a new job. Excellent for office managers, staff chairmen, possibly personnel committees as they look at how the organization is run. Could help in inducting new personnel.

Avoiding Communication Breakdown

1965
Order from:
BNA Films
(address above)

Cost: Preview: $15.00
Rental per week: $45.00
Purchase: $275.00

24 minutes. Comes with leader's guide. 16 mm color.
Points out causes of communication breakdown and how to prevent. Excellent for working with a staff.

KITA or What Have You Done for Me Lately?

1970
Order from:
BNA Films
(address above)

Cost: Preview: $15.00
Rental per week: $50.00
Purchase: $395.00

25 minutes. Comes with leader's guide. 16 mm color.
Frederick Herzberg makes excellent points about motivation on the job.
For staff, especially those working with paraprofessionals.

Managing Time

1969
Order from:
BNA Films
A Division of:
The Bureau of National Affairs, Inc.
5615 Fisher's Lane
Rockville, Maryland 20852

Cost: Preview: $15.00
Rental per week: $50.00
Purchase: $350.00

25 minutes. Comes with leader's guide. 16 mm color.
Peter Drucker film. Excellent points on managing time. For staff or managers of staff.

What Every Manager Needs to Know About Long Range Planning

Order from:
BNA Films
(same address as above)

Cost: Rental per week: $95.00
Purchase: $625.00

2 films, 25 minutes each. Comes with leader's guide. 16 mm color.
Part I. Excellent case study on reasons for long range planning, getting various parts of an organization to work together and obtaining commitment from the top down.
Part II. Subject matter content. Related to business but principles apply to education organizations. Use with Extension administration, college faculty, county staff and lay committees.